

Interpretive Analysis Rubric

Reflective Essay - 20 points

Grammar and Punctuation 5 points

In-text Citation and Bibliography - 10 points

Submission - 15 points

Total Points Earned _____/50 points

Reflective Essay 20 Points				
Performance Criteria	Accomplished (14-20 points)	Competent (6-13 points)	Developing (0-5 points)	Comments
Source Materials	<p><i>Clearly articulates and consistently uses an array of criteria for the evaluation & selection of source materials such as:</i></p> <ul style="list-style-type: none"> • Relevance • Authority/credibility • Scope/coverage • Accuracy • Currency, or as appropriate to the discipline • Context of source's creation 	<p><i>Articulation of criteria for evaluation & selection of source material is incomplete, unclear, or inconsistently used:</i></p> <ul style="list-style-type: none"> • Expresses limited understanding of the source's context • Limited discussion of varying viewpoints or 	<p><i>Does not clearly identify criteria for evaluating or selecting source material:</i></p> <ul style="list-style-type: none"> • May use evaluation criteria without articulating approach or may use criteria regardless of its importance • No discussion of 	

	<ul style="list-style-type: none"> • Particular viewpoints 	interpretations	<p>context as an influence on the creation of information or its utility</p> <ul style="list-style-type: none"> • No discussion of differing viewpoints or interpretation 	
Search Strategies	<p><i>Explains or reconstructs the search process with clear detail that includes:</i></p> <ul style="list-style-type: none"> • Identifying types of information needed • Persistence and initiative in gaining access to appropriate sources • Use of flexible and creative search terms and strategies • Ability to adjust search strategies in order to obtain relevant results • Articulation and utilization of specific investigative techniques unique 	<p><i>Explains or reconstructs the search process in vague terms.</i></p> <p><i>Search strategies described in non-specific ways, including:</i></p> <ul style="list-style-type: none"> • Identification of standard finding aids & services (e.g., librarians & databases) but omission of other appropriate resources • Relevant sources not locally available are identified but not acquired. • Uses simple search strategies (e.g., check boxes for peer reviewed 	<p><i>Fails to explain or reconstruct the search process.</i></p> <p><i>Search strategies omitted or very general, including:</i></p> <ul style="list-style-type: none"> • Does not display evidence of appropriate search strategies and services. • Does not identify appropriate finding aids & tools for given context. • No discussion of seeking sources beyond locally available materials • Has no clear methodology for gathering 	

	to a discipline (e.g., musical analysis, historical research)	literature) • No discussion of how certain search approaches did/did not work	discipline specific information	
Distinguishing Contributions	Distinguishes own original contribution from existing scholarship and creative works and offers in-depth insights on how the project contributed to student's overall growth as a scholar.	Identifies own ideas & assumptions but does not distinguish from or relate to contributions of others and offers limited insights on how the project contributed to student's overall growth as a scholar.	Utilizes only sources that are consistent with original thesis/hypothesis, assertions, or point of view. No discussion of conflicting information. Does not offer insights on how the project contributed to student's overall growth as a scholar.	
Total score (not to exceed 20 points) and additional comments for this section:				

Grammar and Punctuation (5 Points)

Performance Criteria	Accomplished (4-5 Points)	Competent (2-3 Points)	Developing (0-1 Points)	Comments
Grammar and Mechanics	Work has few, if any, grammatical, spelling, punctuation, capitalization, and usage errors and is appropriate to the discipline and the style of writing used.	Work has some grammatical, spelling, punctuation, capitalization, and usage errors allowing the reader to follow ideas clearly appropriate to the discipline and the style of writing used.	Work contains significant grammatical, spelling, punctuation, capitalization, and usage errors and is not appropriate to the discipline and the style of writing used.	

Total score (not to exceed 5 points) and additional comments for this section:

In-Text Citation and Bibliography (10 Points)

Performance Criteria	Accomplished (8-10 Points)	Competent (4-7 Points)	Developing (0-3 Points)	Comments
Resource Types	Uses wide range of resource types appropriate to the discipline (e.g., primary & secondary sources, scholarly & popular literature, data, books, articles, critical/performance editions, original compositions, arrangements, transcriptions, sound or video recordings, models, plans, computer models).	Cites resources appropriate to the project, but the selection of sources does not show great depth or breadth.	Scope of the source types is limited to formats which are not necessarily the most appropriate for the discipline or project. Uses basic general knowledge resources (e.g., websites, newspaper articles), rather than subject specific sources.	
Citations	Consistently provides accurate, complete citations to sources in format/style appropriate to the discipline.	Sources cited in standard format but contain errors or some missing elements.	Sources not cited in a standard and consistent way. Numerous errors and/or omissions of citation elements.	
Total score (not to exceed 10 points) and additional comments for this section:				

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Submission (15 Points)				
Performance Criteria	Accomplished (11-15 Points)	Competent (6-10 Points)	Developing (0-5 Points)	Comments
Information from Sources	Clearly communicates, organizes and synthesizes information from sources in support of the argument, thesis, OR hypothesis/ research question in a manner that supports project purposes.	Selects appropriate content to support project purposes, thesis, OR hypothesis/ research question but content is somewhat disorganized and some claims or assertions lack references.	Information from sources is poorly organized and integrated, OR insufficient to support project, thesis, OR hypothesis/ research question (i.e., unsupported claims or assertions).	
Quotations	Quotations/	Occasional use	Poor selection of	

and Ideas	acquired ideas are well selected and integrated conceptually OR rhetorically.	of inappropriate quotes/ideas: OR quotes/ideas are not clearly integrated into argument.	quotes/ideas (i.e., fail to address point in question).	
Research Question	Formulates questions relating to the purpose and development of a research project .	Formulates questions, but lacks follow-through with questions addressing the purpose and development of a research project.	Does not identify questions relating to the purpose and development of a research project.	
Total score (not to exceed 15 points) and additional comments for this section:				